

Texas Education Agency Standard Application System (SAS)

2016–2018 PreK Partnership Planning Grant				
Program authority:	The Child Care and Development Block Grant Act of 2014 (CCDBG Act) and Texas Education Code (TEC) §29.158.			FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period	February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.			
Application deadline:	5:00 p.m. Central Time, October 25, 2016			<small>Place date stamp here.</small>
Submittal information:	Three complete copies of the application, printed on one side only. All copies must have an original signature (blue ink preferred) of the person authorized to bind the applicant in a contract. Applications must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency, 1701 North Congress Ave Austin, TX 78701-1494 </div>			<div style="writing-mode: vertical-rl; transform: rotate(180deg);">Document Control Center</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">2016 NOV -8 PM 1:42</div> <div style="writing-mode: vertical-rl; transform: rotate(180deg);">Received</div>
Contact information:	Marnie Glaser: marnie.glaser@tea.texas.gov			
Schedule #1—General Information				
Part 1: Applicant Information				
Organization name	County-District #			Amendment #
College Station ISD	021-901			
Vendor ID #	ESC Region #			DUNS #
17460005287	06			010786218
Mailing address		City	State	ZIP Code
1812 Welsh Ave		College Station	TX	77840-4851
Primary Contact				
First name	M.I.	Last name	Title	
Sharon	R.	Jackson	Director of Early Education Services	
Telephone #	Email address		FAX #	
(979) 764-5423	sjackson@csisd.org		(979) 694-5629	
Secondary Contact				
First name	M.I.	Last name	Title	
Oscar	L.	Alaniz	Grant and Data Specialist	
Telephone #	Email address		FAX #	
(956) 970-1515	Oscaralaniz36@gmail.com		(866) 600-0374	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name Dr. Clark	M.I. Ealy	Last name Ealy	Title Superintendent
Telephone # (979) 764-5400	Email address cealy@csisd.org		FAX # (979) 764-5492
Signature (blue ink preferred)		Date signed	

Only the legally responsible party may sign this application.

701-16-109-012

Schedule #1—General InformationCounty-district number or vendor ID: **021-901**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
3	Certification of Shared Services	<input type="checkbox"/>	<input type="checkbox"/>
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **021-901**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
1.	Letter of Partnership Intent	A signed letter of intent from both parties; Local Education Agency and a Texas Rising Star 4 provider. See page 15 of the Program Guidelines for additional information.

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> .

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **021-901**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Districts or charter campuses will be required to initiate and implement a minimum of one contractual preK partnership with a TRS 4 provider/s within 6-18 months of receiving grant approval. If a minimum of one contractual agreement is initiated, a district or charter may also use the funding to expand SRI partnerships.
4.	Each contractual agreement for provision of preK 3 and 4 by private provider must include at least one of the following: a) District Charter b) District of Innovation c) Contract for Educational Services
5.	SRI expansion must include provision of: a) Curriculum and progress monitoring tool for prekindergarten students served in the private child care center b) Shared professional development and training for private child care center including but not limited to use of CLASS (Classroom Assessment Scoring System) and review of prekindergarten guidelines for improving teacher instruction
6.	Every grant application must include planning for at least one contractual agreement with a TRS 4 private provider and include a letter of intent signed by a TRS 4 provider to be considered for the grant.
7.	The applicant shall agree to contract with a TRS 4 provider for a minimum of 3 years given the private provider continues to maintain TRS 4 status and perform at identified levels of performance as agreed to within the contract.
8.	The applicant will use the grant funding to plan and implement a minimum of one 3 year contractual agreement with a TRS 4 private provider and, if intended, expand SRI partnerships.
9.	The applicant will use the grant funding, if intending to expand SRI, to include curriculum, professional development for private provider staff, and use of student progress monitoring in.
10.	The applicant will use the funding to implement use of the CLASS to inform instructional coaching to prekindergarten teachers.
11.	The applicant will use the funding to align or purchase curriculum for the private provider/s.
12.	The applicant will use the funding to provide early childhood professional development, that is being offered to district educators, to TRS 4 providers and other TRS 2 and TRS 3 level providers in the community.
13.	The applicant will use the funding to develop a sustainability plan for continuation and expansion of partnerships after the grant period.
14.	The applicant will use the funding to provide for a prekindergarten student progress monitoring tool within partner provider classrooms.
15.	The applicant will evaluate student outcomes with use of results from a Kindergarten Readiness assessment.
16.	The applicant will include students enrolled in 3 and 4 yr old private provider classrooms in the PEIMS data submission for the district.
17.	The applicant will implement the compliance and monitoring tool provided by Texas Education Agency a minimum of two times a year to assist with monitoring private providers for compliance and identification of effective practices.

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Schedule #3—Certification of Shared ServicesCounty-district number or vendor ID: **021-901**

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Fiscal Agent				
1.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Member Districts				
2.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
3.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
4.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
5.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
6.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
7.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
8.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	

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Schedule #3—Certification of Shared Services (cont.)				
County-district number or vendor ID: 021-901				Amendment # (for amendments only):
#	County-District # and Name	Authorized Official Name and Signature	Telephone Number and Email Address	Funding Amount
Member Districts				
9.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
10.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
11.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
12.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
13.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
14.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
15.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
16.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
17.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
18.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
19.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
20.	County-District #	Name	Telephone number	Funding amount
	County-District Name		Email address	
Grand total:				

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Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #4—Request for AmendmentCounty-district number or vendor ID: **021-901**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **021-901**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **021-901**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement: Currently, College Station ISD isn't able to offer a full day Pre-Kindergarten Program due to limited facilities and resources. As of right now, over **95.5%**, of the children 3 years of age and older, are enrolled in school. In comparison to the average of the state being only, **89.1%**. This high percentage of student enrollment means that the district has an even greater need for grant funds. With the additional funds acquired from the Pre-K Partnership Planning Grant, the district will be able to use the funds to free up classroom space in the district and provide an education for the targeted population in a daycare setting (at-risk, dyslexic, low-income, autistic, etc.)

The proposed program will successfully address the needs of the target population. (8 points) The district's designed Contract for Educational Services Program, was tailored to successfully address the needs of the target population. The district will accomplish this by incorporating the grant requirements such as: Initiating and implementing the student and teacher activities listed on page 10; Providing the opportunity for Texas Rising Star (TRS) 4-star providers and small business owners to sustain their business; Complying with the provision to initiate a contractual Pre-K partnership for shared resources and training with a TRS 4 provider; Sharing professional development, leveraging assets, and sharing resources between the district and all TRS providers; and Implementing a TEA approved monitoring tool to ensure there is constant compliance with the grant. Furthermore, the district plans to evaluate student outcomes utilizing the results from the Kindergarten Readiness assessments in order to ensure the students are progressing academically. Lastly, the district will develop a sustainability plan to continue the grant after the grant period has come to an end. Through these measures and activities, the district will successfully address the needs of the target population.

The design of the proposed program reflects up-to-date scientifically based research and practice. (4 points) To ensure the design of the proposed program reflects up-to-date knowledge and scientifically based research and effective practice, the district examined instructional practices, as well as, reviewed test scores, community needs, and professional development training that will address those identified needs. The following are the identified needs of the community, as well as, the grant targeted population:

COMMUNITY NEEDS ASSESSMENT		
Need	City	State
Population considered to be in poverty	35.5%	17.7%
Percentage of 3-year-old and over enrolled in school	95.5%	89.1%

Source: 2014 American Community Survey

In addition to the Community Needs Assessment above, the district collected local data included in the following chart to indicate the district's academic deficiencies in the grant targeted population:

ACADEMIC DEFICIENCIES				
Subject	3 rd Grade	State	4 th Grade	State
Reading (Economically Disadvantaged)	69%	77%	70%	74%
Writing (Economically Disadvantaged)	N/A	N/A	66%	70%

Source: 2014-2015 Texas Academic Progress Report (TAPR)

As seen in the needs assessments above, the district has a high need to implement a high-quality Pre-K Program in order to address the grant targeted population academic deficiencies at an early age. Due to the limited resources, the district's children lack the resources, finances, and intervention necessary to prepare them sufficiently to enter the school district at a competitive level. College Station ISD will take the initiative to address this academic problem by securing collaborative agreements between themselves and multiple TRS (Texas Rising Star) 4- Star Childcare Providers. These childcare providers include KinderCare-Balcones, KinderCare-Village, and Bullfrogs and Butterflies.

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **021-901**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The program activities relate directly to the program goals, local objectives, and strategies. (4 points) The district will implement a high-quality full day learning program that relates directly to the Pre-K Planning Grant goals, objectives, and strategies. The proposed program will support students who come from low-income families. In partnership with the daycare centers, the district will support its families by providing: full-day, full-year childcare services to: Increase the continuity of instruction; Ensure the children receive high-quality care; and initiate a School Readiness Integration (SRI) plan. The district has selected the following array of activities designed to increase academic performance, attendance, improve behavior, and raise promotion rates. Some of these activities include:

- **Students:** Project-based activities; Software-based education programs; Child-centered environment; and an Accelerated tiered learning approach.
- **Teachers:** CLI Progress Monitoring; CLASS; Scientifically research-based curriculum; and Technology that addresses all domains in the 2015 Guidelines and the TRS Providers Certification Guidelines.

The objectives, strategies, activities, and desired results of the program are clearly specified and are measurable. (4 points) The objectives the district expects to achieve by receiving funding include: Fostering a community-based goal of school readiness; Preparing children to be Kindergarten ready; Partnering with the University of Texas Health Science Center at Houston, to offer an innovative online platform of the Children's Learning Institute (CLI)Engage; Expanding access to high-quality prekindergarten programs for low-income families without causing the district to increase facilities; Leveraging assets and sharing resources between the district and child care provider; Offering full-day, full-year childcare services to meet the needs of low-income families; Increasing the number of children receiving high-quality care; Improving the quality of professional development (PD), curriculum, instructional coaching, and family engagement; Supporting and expanding continuity and quality of prekindergarten instruction; and Raising the district's test scores. The district will perform this task by partnering with a Texas Rising Star (TRS) 4- Star child care provider to help children become Kindergarten ready. Working with the TRS Provider will provide the children with expanded high-quality programs, and full-day, full-year childcare.

Strategies/activities are of sufficient quality and scope to ensure participation among all eligible program participants. (5 points) The district will implement strategies and activities that are of sufficient quality and scope to ensure equitable access and participation. The district has selected an array of activities designed to promote school readiness, increase academic performance and attendance, improve student behavior, and raise promotion rates. These activities include:

- **Students' Academic Activities:** Students will be: Given repeated opportunities for practice; Provided feedback information; Offered an accelerated program and intervention; Given repetition and practice for assigned school and home activities; and Provided with educational field investigations aligned to Pre-K Guidelines includes visits to the local fire stations and libraries. Moreover, the district will provide the following supplemental activities: a tiered learning approach; software-based assistance; and project-based activities. The district will implement developmentally appropriated methods of instruction that enhance the currently offered school day instruction.
- **Teacher Strategies and Activities:** Teachers will implement curriculum that is supported by scientific research for pre-reading instruction, early mathematics, and the Commissioner's List of Pre-K Curriculum. This curriculum will cover vocabulary development, phonological awareness, print knowledge, Math and literacy/language developmental concepts. Lead Teachers will be utilized to help teachers with the results from Kindergarten Readiness assessments in order to plan additional accelerated strategies. Assessment data will be used to guide instruction so that students will be grouped according to their scores and provided more individualized instruction. The data gathered will also guide the instructional staff in planning intervention, strategies, and reflected in the lesson plans. The data gathered from these instruments will identify children in need of intervention and accelerated instruction.

On-going commitment to the goals of this grant program and other sources committed to the program beyond grant funding: The district has ensured that they have received buy-in from all participants, including the school board, district, administrators, participating teachers, and the partnering Texas Rising Star (TSR) 4-Star Child Care Provider. Throughout the term of the grant, the district will analyze/review Kindergarten readiness assessments and the Public Education Information Management System (PEIMS) data in order to solicit feedback and modify the goals and objectives of the grant; thus, ensuring continued support of the program.

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By TEA staff person:

Schedule #6—Program Budget SummaryCounty-district number or vendor ID: **021-901**

Amendment # (for amendments only):

Program authority: The Child Care and Development Block Grant Act of 2014 (CCDBG) and Texas Education Code (TEC) §29.158

Grant period: February 1, 2017, to June 30, 2018. Pre-award costs are permitted from Award Announcement Date to February 1, 2017.

Fund code/shared services arrangement code: 203/292

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Pre- Award Cost
Schedule #7	Payroll Costs (6100)	6100	\$283,400		\$283,400	
Schedule #8	Professional and Contracted Services (6200)	6200	\$35,914	\$14,000	\$49,914	
Schedule #9	Supplies and Materials (6300)	6300	\$71,600		\$71,600	
Schedule #10	Other Operating Costs (6400)	6400	\$37,000		\$37,000	
Schedule #11	Capital Outlay (6600)	6600	\$0		\$0	
Total direct costs:			\$427,914	\$14,000	\$441,914	
1.797% indirect costs (see note):			N/A	\$8,086	\$8,086	
Grand total of budgeted costs (add all entries in each column):			\$427,914	\$22,086	\$450,000	\$0

Shared Services Arrangement						
6493	Payments to member districts of shared services arrangements		\$0	\$0	\$0	\$0

Administrative Cost Calculation	
Enter the total grant amount requested:	\$450,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result.	\$22,500
This is the maximum amount allowable for administrative costs, including indirect costs:	

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points) The district incorporated into the grant design all the grant requirements in order to offer high-quality programming through each grant component proposed. All expenses on the budget adequately support the activities in the grant proposal. Moreover, the district took into account expenses that are reasonable and necessary in order to fulfil the proposed program.

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By TEA staff person:

Schedule #7—Payroll Costs (6100)County-district number or vendor ID: **021-901**

Amendment # (for amendments only):

Employee Position Title SAMPLE ONLY		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre- Award
Academic/Instructional					
1	Teacher (\$43,000 annual salary x 3 teachers x 17 months = \$182,750)	3		\$182,750	
2	Educational aide				
3	Tutor				
Program Management and Administration					
4	Project director				
5	Project coordinator				
6	Teacher facilitator				
7	Teacher supervisor				
8	Secretary/administrative assistant				
9	Data entry clerk (\$25,000 annual salary x 17 months = \$35,417)	1		\$35,417	
10	Grant accountant/bookkeeper				
11	Evaluator/evaluation specialist				
Auxiliary					
12	Counselor				
13	Social worker				
14	Community liaison/parent coordinator				
Other Employee Positions					
15					
16					
17					
18	Subtotal employee costs:			\$218,167	\$0
Substitute, Extra-Duty Pay, Benefits Costs					
19	6112 Substitute pay				
20	6119 Professional staff extra-duty pay			\$15,000	
21	6121 Support staff extra-duty pay			\$3,000	
22	6140 Employee benefits			\$47,233	
23	Subtotal substitute, extra-duty, benefits costs			\$65,233	
24	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$283,400	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 021-901		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land		
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Pre-Award
1	PD for CIRCLE Training- Will offer a host of professional development trainings that are designed to improve teachers' and staff's leadership abilities.	\$6,500	
2	PD for CLASS Training- Monitoring Assessment and Compliance Tool used to ensure children's scores are continuously improving.	\$0	
3	ERI/CTC Leadership and Team Building Trainers- Will be contracted to provide high-quality professional development trainings and team building workshops. These services will take place throughout the year and will be targeted at teachers, administrators, parents and community members.	\$12,500	
4	PD for Children's Learning Institute (CLI)- Will offer Child progress monitoring assessments that reliably identify children at risk for school failure.	\$0	
5	Parental Component CTC- Will hold a variety of parent workshop sessions. These sessions cover topics such as: Parent Engagement Goals and Family Partnerships; and Shared Responsibility and Maximizing Learning at Home.	\$10,914	
6	Program Evaluation PEERS- Will provide professional, evaluation services to include surveys, walk-throughs, one-on-one discussion groups, and quarterly and annual reports.	\$14,000	
7	Social/Emotional Training – Will provide training on strategies for combining classroom management, social-emotional learning and school climate into one transformational experience.	\$6,000	
8			
9			
10			
11			
12			
13			
14			
b. Subtotal of professional and contracted services:		\$49,914	
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	
(Sum of lines a, b, and c) Grand total		\$49,914	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 021-901		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Pre-Award
6300	<p>Total supplies and materials that do not require specific approval:</p> <p>Study Dog (\$11,000) – Will provide a research-based reading curriculum that is phonemically-based and is designed to prepare students for Pre-Kindergarten level phonics and other reading skills.</p> <p>Classroom Library Books (\$5,500) - Will be purchased so that students can have access to added literature that will help them increase their reading proficiency.</p> <p>Ripple Effects (\$11,000) – Will help children build resilience and handle the non-academic issues that get in the way of school success through research-based training.</p> <p>STEM in the Gym (\$5,500) - Will provide age appropriate educational Science, Technology, Engineering, and Math (STEM) manipulatives for the children, all while promoting physical activity.</p> <p>Cubbies (\$4,500) - Will be used to store Pre-K classroom supplies when not in use in the classroom.</p> <p>File Cabinets (\$3,000) - Will provide teachers a secure storage to store students information, as well as, other pertinent documents.</p> <p>Chromebooks (\$5,000) - Will be utilized by the Project Coordinator and teachers at the daycare to input grant related data.</p> <p>1 scanner (\$250) and 1 Label Maker (\$250)- Will be utilized by the Project Coordinator to maintain organized and secured grant related data.</p> <p>District Resource Room (\$11,450) - Will be utilized to equip and check out essential classroom and instructional resources.</p> <p>Supplies and Materials (\$14,150) – Will be utilized to purchase training materials, as well as, consumable including pencils, crayons, paper, markers, ink, toner, etc.</p> <p style="text-align: right;">TOTAL: \$71,600</p>	\$71,600	
Grand total:		\$71,600	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

The costs reflected in the budget are appropriate for the results expected. (7 points) The requested amount of \$450,000 for the Pre-K Partnership Planning Grant is reasonable, cost-effective, and adequate to support the program. The budget is reasonable when considering it will target 3 centers, 54 students, and 4 grant members.

Expenditures and activities are supplemental to and do not supplant or duplicate services currently provided. (3 points) The proposed program will be utilized to supplement not supplant any federal, state, and local funds. Currently, the district does not offer any full-day Pre-K services at any of the 3 partnering daycare centers; therefore, the proposed activities do not supplant current activities.

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Schedule #10—Other Operating Costs (6400)County-District Number or Vendor ID: **021-901**

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted	Pre-Award
6413	Stipends for non-employees other than those included in 6419	\$22,000	
6419	Non-employee costs for conferences. Requires authorization in writing.		
Subtotal other operating costs requiring specific approval:		\$22,000	
	Remaining 6400—Other operating costs that do not require specific approval:	\$15,000	
Grand total:		\$37,000	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #11—Capital Outlay (6600)County-District Number or Vendor ID: **021-901**

Amendment number (for amendments only):

#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669—Library Books and Media (capitalized and controlled by library)					
1					
66XX—Computing Devices, capitalized					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
66XX—Software, capitalized					
12					
13					
14					
15					
16					
17					
18					
66XX—Equipment, furniture, or vehicles					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)					
29					
Grand total:				\$0	

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **021-901**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total district enrollment:			12,377	
Category	Number	Percentage	Category	Percentage
African American	1,714	13.8%	Attendance rate	96.4%
Hispanic	2,651	21.4%	Annual dropout rate (Gr 9-12)	0.8%
White	6,624	53.5%	Students taking the ACT and/or SAT	70%
Asian	979	7.9%	Average SAT score (number value, not a percentage)	1609
Economically disadvantaged	4,223	34.1%	Average ACT score (number value, not a percentage)	22.8
Limited English proficient (LEP)	967	7.8%		
Disciplinary placements	118	0.9%		

Comments

The proposal was organized and completed per grant instructions. All provisions, statutory and program requirements, as well as, the evaluation rubric questions were answered in their appropriate section. **(Application is organized and completed according to instructions-5 points)**

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points) In order to ensure that the activities are based on an objective set of measures, the following reports were reviewed: Texas Workforce List of TRS 4-Star Providers, Childcare Provider in the College Station community, Texas Academic Performance Reports (TAPR), State of Texas Assessments of Academic Readiness Summary Reports (STAAR), and 2014-15 U.S. Census Reports. Based on the information gathered, it was determined that students at the TRS 4-Star Providers, as well as, the rest of the community childcares are in need of high-quality education and childcare that will increase academic success and Kindergarten readiness, benefit low-income families, and increase the amount of highly qualified personnel at the childcare centers. Activities selected for this were researched to determine the validity of each activity and evidence-based research to support the ability to impact the district's needs.

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	23	2.7%	No degree	1	0.1%
Hispanic	68	8.1%	Bachelor's degree	580	69.3%
White	739	88.2%	Master's degree	252	30%
Asian	5	0.6%	Doctorate	5	0.6%
1-5 years exp.	195	23.3%	Avg. salary, 1-5 years exp.	\$42,416	N/A
6-10 years exp.	180	21.4%	Avg. salary, 6-10 years exp.	\$44,398	N/A
11-20 years exp.	272	32.5%	Avg. salary, 11-20 years exp.	\$49,954	N/A
Over 20 years exp.	144	17.2%	Avg. salary, over 20 years exp.	\$60,802	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **021-901**

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	54														54
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	54														54

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	3														3
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	3														3

Part 5: Campuses to Be Served with Grant Funds

Campus Name	Campus #	Selection Criteria
College Station ISD will primarily serve students and teachers from the partnering TRS Providers; however, the district will invite Pre-K teachers from its elementary campuses to attend relevant professional development trainings. Therefore, specific campuses will not be targeted utilizing grant funds.		

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Schedule #13—Needs AssessmentCounty-district number or vendor ID: **021-901**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

NEED: Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed by the proposed program is significant. (10 points)

Current Achievement: In order to understand the district's *current achievement*, the district used state and campus data from the Texas Academic Performance Report to determine that the district's current achievement was below par. In fact, only **69%** of the district's economically disadvantaged students met standards on 2014-2015 STAAR assessments, compared to **77%** for the State of Texas.

Needs Assessment Process: In preparation for the submission of the Pre-K Partnership Planning Grant, the district analyzed the needs of the grant targeted population. Elements of the needs assessment included: TPRI, Tejas LEE, Beginning of Year (BOY) and End of Year (EOY), and STAAR results; attendance rates; teacher experience and qualifications; instructional programs that are currently being utilized; and the infrastructure that is available for student and teacher use. As a result of this assessment, the magnitude and severity of the problems the school faces are as follows:

MET STANDARDS IN STAAR

(Economically Disadvantaged)	All Subjects	Reading (3 rd Grade)	Reading (4 th Grade)	Writing (4 th Grade)
District	69%	69%	69%	66%
State	77%	77%	74%	70%

Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)

In addition to the district conducting a local needs assessment, the district also conducted a Community Needs Assessment to determine the number of educationally disadvantaged and low-income families living throughout its community.

COMMUNITY NEEDS ASSESSMENT

Need	City	State
Population considered to be in poverty	35.5%	17.7%
Percentage of 3 year old and over enrolled in school	95.5%	89.1%

Source: 2014 American Community Survey

Description of how needs are prioritized: The district met with key stakeholders to review the results of the needs assessment and determine how to best prioritize the campuses' needs. During these meetings, gaps, barriers, and weaknesses were identified and key qualitative and quantitative dimensions that support prioritization were applied. The following areas were identified as areas in need: **Instructional Programs** – The district is in need of supplemental instructional materials and academic software required to provide low-income and English language learning students with targeted assistance in their academics; **Professional Development** – With additional grant funds, the district will be able to provide professional development trainings and workshops to ensure teachers at Bullfrogs and Butterflies Childcare Center and two (2) Kinder Care Learning Centers, as well as, other community childcare providers in the district provide high-quality education to students. **Facilities** – The district's goal is to collaborate with the community day cares to provide high-quality education and care. The district lacks the amount of facilities needed to offer full-day, full-year, Pre-K to all Pre-K students in the College Station area; therefore, collaboration with partners is essential.

Desired or required accomplishment: After conducting the district and community needs assessments, the district partnership with a Texas Rising Star (TRS) 4-Star childcare provider(s) is necessary to help prepare children to be Kindergarten ready. Working with the TRS Provider will provide the children with expanded high-quality programs, high-quality care, and the continuity of the program throughout the day.

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **021-901**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
	Needs and strategies- (10 points)	
1.	The area surrounding the district has 35.5% of its population considered as "low-income", in comparison to 17.7% for the state. (Source: 2014 American Community Survey)	The district, along with TRS Provider, will offer full-day, full-year child care services to meet the needs of low-income families; thus, providing the 3 and 4-year old's with access to high-quality care and instruction. The district will provide this to the students by hiring an additional 2 teachers. The new staff along with the Professional Development (PD) training the provider will offer ensures the students will have year-round, high-quality instruction.
2.	Both the Special education students, as well as, the Economically Disadvantaged (ED) students fell well below the STAAR passing rate percentage. In fact, only 42% of the Special Education students passed, and only 69% of the ED student passed. In comparison to 77% for the state. Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)	The district will partner with multiple daycare centers and will purchase TES software (Study dog & Ripple Effects) to give the children a greater opportunity to learn the English language before entering Kindergarten. The district will also purchase: Personal Digital Assistant (PDA's), CIRCLE, and iPads to ensure all students, including special needs students (dyslexic, autistic, etc.) and economically disadvantaged students have access to education based curriculum at home.
3.	The TRS 4-star providers currently lack the technology to provide adequate resources to address the needs of the students. There is a need for technology for students to use during school activities. Funds are required for the integration of technology in the various activities and to support content knowledge.	A variety of technology equipment and software will be purchased through grant funds and utilized to conduct the Pre-K Planning Grant activities. To go a step further, the district will contract with TES, who will provide Reading software designed to increase children's reading comprehension and language development. The technology and software will be used to support and enhance the academic activities and new uses of technology and will be utilized to enhance different enrichment activities.
4.	The district had only 69% of its 3 rd grade Economically Disadvantaged Students Meet Standards on the STAAR test in comparison to 77% passing for the state. Source: 2014-2015 TEA Texas Academic Performance Reports (TAPR)	In order to improve the grant targeted population academic deficiencies as noted in the district's needs assessment, the district will align and purchase curriculum and instructional materials for the partnering TRS-4 Provider. This will allow the district to increase students' outcomes which will be measured by the grant purchased and local progress monitoring tools. Daycare staff will also be invited to attend district and trainer provided professional development training relevant to curriculum, technology, software, and data collection.
5.	In comparison to the state which only enrolls 89.1% , of 3-year old's in school, the district currently enrolls over 97.3% of the 3-year old's surrounding the district. This high percentage of student enrollment means that the district has an even greater need for grant funds. With the additional funds acquired from the Pre-K Partnership Planning Grant, the district will be able to use the funds to free up classroom space in the district and allow kids to receive an early education while in a daycare provider setting. Source: (Source: 2014 American Community Survey)	To assist and educate the 3-year old's, the district will partner with multiple TRS providers and will purchase TES (Study dog & Ripple Effects) software to give the children a head start on their education. The district will also purchase: Personal Digital Assistant (PDA's), CIRCLE, and iPads to ensure the students have access to educational curriculum at school and home.

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Schedule #14—Management PlanCounty-district number or vendor ID: **021-901**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Qualifications, Experience, Certifications (5pts.)
1.	Program Director (In-kind)	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Must have a minimum of 3-years of experience in early education and/or social work setting; supervisory of small to medium teams; and Data reporting.
2.	Campus Principal	Must have a minimum of a Bachelor's Degree in Education, or a related field, with a Principal Certification. Experience: A minimum of 3-years of experience working in early education.
3.	TRS Childcare Director	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: A minimum of 3-years in hiring staff, managing curriculum, and maintaining the overall image.
4.	Curriculum Instruction Director	Must have a minimum of a Bachelor's Degree in Education or a related field. Experience: Developing curriculum goals and outlines for new curriculum and curriculum updates, as well as, experience in conducting research and consulting with stakeholders on new curriculum.
5.	Region ESC	The individuals conducting services will be required to have a minimum of a Bachelor's Degree in a related field and a minimum of 5-years of experience in early childhood education.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Increase the number of children receiving high-quality care.	1. Content/Instructional needs will be addressed through Professional Development (PD).	04/01/2017	3/31/2018
		2. Track students utilizing the PEIMS Reporting.	04/15/2017	06/30/2018
		3. Promote programming utilizing social media outlets.	02/15/2017	06/30/2018
		4. District will align and purchase curriculum and instructional materials for TRS Provider.	03/01/2017	05/01/2017
2.	Improve student academics and attendance.	1. Utilize Teaching Strategies GOLD (TSG) to track Kindergarten scores.	03/01/2017	06/30/2018
		2. Increase Reading/Math academic scores as measured by TSG.	06/01/2017	06/30/2018
		3. District and TRS providers will host a minimum of two annual parent and student meetings.	09/01/2017	04/30/2018
3.	Provide professional development and trainings.	1. The district will design a PD training plan utilizing CLASS scores and results from TSG assessment.	02/15/2017	04/01/2017
		2. Provide trainings that align to goals and objectives using CLASS scores.	04/01/2017	3/31/2018
		3. Ensure individuals attend PD trainings on newly purchased curriculum, software, and technology.	04/01/2017	3/31/2018
		4. Identify struggling teachers and customize a PD plan.	02/15/2017	10/15/2017
		5. Provide targeted trainings for struggling teachers.	04/01/2017	03/31/2018
4.	Provide evaluation/feedback	1. Utilize a classroom assessment system to evaluate progress.	04/15/2017	06/30/2018
		2. Monitor for compliance and effective practices.	04/15/2017	06/30/2018
		3. Identify existing weaknesses and provide solutions.	02/15/2017	05/01/2018
5.	Establish a sustained partnership	1. Create and update a Handbook of Operating Procedures.	02/15/2017	06/30/2018
		2. Establish a Memorandum of Understanding (MOU) between district and the TRS Provider (s).	02/15/2017	03/31/2017
		3. Establish partnership agreements with local early education trainers.	02/15/2017	03/31/2017
		4. Provide daycare staff with PD training resources.	04/01/2017	3/31/2018
		5. Provide in-kind resources such as trainings and equipment.	02/15/2017	06/30/2018

Achieves the objectives on time, within budget, with appropriate timelines and milestones. (5 points)

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **021-901**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The procedures ensure feedback and continuous improvement in the operation of the proposed program through on-going monitoring and adjustments as needed. (3 points) The district will solicit feedback and monitor progress on an on-going basis. Information gathered from the monitoring and compliance tools provided by TEA, as well as, Teaching Strategies GOLD (TSG) as approved by the district to assess the program's efficiency in meeting the stated goals and measurable objectives. This information will be used to monitor and adjust the program as the stakeholders deem appropriate.

The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 points) In order to ensure that all program participants remain committed to the success of the program, the district has ensured that they have received buy-in from all participants, including district and campus administrators, teachers, school board members, parents, and the TRS Provider (s). Throughout the term of the grant, the district will continue to meet at least twice a year with administrators, teachers, board members, and TRS Provider (s) to solicit feedback and modify the goals and objectives of the grant; thus, ensuring long-term support and commitment to the program.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 points) The district currently does **not** offer a full-day Pre-Kindergarten Program at any of its partnering TRS providers. The recent decrease in state and federal funding has made it challenging for the district to implement a program designed to prepare special needs (autistic, dyslexic, etc.), low-income, and economically disadvantaged students to be Kindergarten ready. However, the district can support the added costs that will be associated with the Pre-K Partnership Planning Grant should it be funded to include items such as: utilities, building use, maintenance, technology, etc.

Moreover, once the grant funding period is over, the district plans to sustain and support increasing the number of TRS 4-star providers in their area. The district will do this by ensuring that childcare providers in the College Station area are made aware of the incentives that come with being a TRS 4-star provider. College Station ISD will ensure the providers understand that they will receive additional money from the workforce board for being rated 4-star, as well as, make them aware of the financial incentive the district will offer through Average Daily Attendance (ADA) funds. The district will provide partnering providers a teacher for the first year of the partnership, in hopes that with the additional incentive provided by the district and workforce board, the provider will be able to sustain their own Bachelor's degree teacher for years to come.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **021-901**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Qualitative Data: Parent/Teacher Surveys (EVAL-2 points)	1.	Positive feedback is received on teacher/parent/student interaction.
		2.	Positive feedback is received on teachers' instruction.
		3.	Positive feedback is received on teachers' concepts and skills.
2.	Professional Development Feedback	1.	A minimum of four teachers and TRS staff attendance at trainings.
		2.	Teachers and daycare staff actively participate in workshops and trainings.
		3.	Teachers volunteer to attend other trainings they see fit.
3.	Classroom Observations	1.	Student Engagement - Opportunities for students to actively participate.
		2.	Productivity - Well-defined learning activities are provided and completed.
		3.	Behavior-Rules and expectations are clearly communicated.
4.	Quantitative Data: Evaluation of Students' Learning	1.	TPRI/Tejas LEE results and classwork, demonstrate progress.
		2.	Assessments indicate an incremental increase in overall scores.
		3.	Increase in student attendance.
5.	Review of Teacher Use of Course Materials	1.	Teacher provides effective approaches in higher-order thinking.
		2.	Teacher integrates an understanding of facts, concepts, and principals.
		3.	Teacher provides multiple, varied examples to illustrate skill.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. Restate and answer

Methods of evaluation clearly related to the intended results of the project. (3 points) The district will collect data including program-level data, number of participants served, and student-level academic. It will include objective performance measures and indicators of program accomplishment that are clearly related to the intended results. A wide range of evaluation instruments will be used to identify program accomplishments, refinements, or failures. Data collected will include: Quarterly and cumulative number of child care and teachers receiving professional development activities; Number of teachers and caregivers who received technical assistance such as coaching, mentoring, or consultation during the grant period; Total number of children receiving prekindergarten services through the partnership with a Texas Rising Star (TRS) provider; and Determination of whether the students who participated in the grant program had academic results similar, above, or below results for prekindergarten students from the district to determine whether they are on target to meet all of the objectives and milestones. **Evaluation design includes processes for collecting data, including program-level data. (3 points)** Teachers will be asked to participate in surveys that will provide feedback on the instructional strategies, trainings, and activities. Furthermore, parents will also participate in surveys that will provide feedback on the teachers' instructional strategies and coursework. Finally, the TRS Director will be required to participate in surveys designed to gauge teachers' participation, level of involvement, and the quality of the external consultant trainings that were provided. Classroom observations will also be conducted on a regular basis in order to provide Principal and grant officials the opportunity to determine whether the trainings being provided are having a positive impact on the teachers' ability to engage students, increase productivity, and improve student behavior. Finally, the district will review student achievement results and attendance data, as well as, test results, report cards, graded classwork, professional development sign-in sheets, and PEIMS reports to determine an increase in teacher participation and student academics. **Formative evaluation processes outlined and addressed throughout the grant project. (2 points)** Data collected will allow the district, TRS Provider, and contracted consultants to determine whether the professional development trainings are positively impacting the students and teachers. **Problems identified and corrected:** As needed, areas of concern will be discussed and modifications will be made regularly to the proposed plan.

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Schedule #18—Equitable Access and ParticipationCounty-District Number or Vendor ID: **021-901**

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify): Conscious Discipline	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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